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Ministry of Advanced Education, Training and Technology

Performance Report 2000/2001

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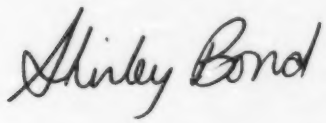
To the Honourable Garde Gardom
Lieutenant Governor of the Province of British Columbia

May It Please Your Honour

I have the honour to present the Performance Report of the Ministry of Advanced Education, Training and Technology for the fiscal year ended March 31, 2001.



Shirley Bond
Minister of Advanced Education

To the Honourable Shirley Bond
Minister

I have the honour to present the Performance Report of the Ministry of Advanced Education, Training and Technology for the fiscal year beginning April 1, 2000 and ending March 31, 2001.

Gerry Armstrong
Deputy Minister
Ministry of Advanced Education

Deputy Minister's Message

I am pleased to present the 2000/01 Performance Report for the Ministry of Advanced Education, Training and Technology. It summarizes the Ministry's performance and provides an accounting of the funds that have been spent during the year.

Highlights for 2000/01 include funding an additional 5,025 student spaces in public post-secondary education institutions, freezing tuition fees for the fifth consecutive year and enhancing financial assistance for students so that student debt in B.C. is significantly lower than the national average.

Youth Options BC, a youth employment and training initiative coordinated through this Ministry, provided more than 17,000 placements for young people in 2000/01.

The Ministry continued to support research and development projects and, to this end, provided $110 million to the newly-established Michael Smith Foundation for Health Research.

This Report is also a key element of the Ministry's accountability to British Columbians. Replacing the traditional Annual Report, the new Performance Report tracks the progress of performance measures first introduced in the Ministry's 2001-2004 Performance Plan.

The Ministry, along with its education partners, will continue to move forward on the development of new initiatives, programs and services that benefit all British Columbians in all regions of the Province.

Sincerely,

Gerry Armstrong
Deputy Minister

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Introduction and Overview

More and more, British Columbians are recognizing that post-secondary education and training have become key factors in the development of strong economies and healthy communities. Globalization, new technologies, and the increasing mobility of workers are only some of the factors that make access to post-secondary education and training necessary if Canada is to remain a world leader in social and economic rankings. With the B.C. economy shifting toward sectors requiring more specialized skills and knowledge, post-secondary education is becoming increasingly important – in fact, over the next 10 years, it is expected that almost three-quarters of job openings will require some form of education or training after high school. In order to meet this increased demand for affordable, accessible and high-quality education, B.C.'s Ministry of Advanced Education, Training and Technology (MAETT) works closely with its education and training partners to develop programs and initiatives that will contribute to British Columbia's long-term social, cultural, and economic strength.

This Performance Report provides a reflection on the work of the Ministry of Advanced Education, Training and Technology during the period from April 1, 2000 to March 31, 2001. It summarizes the Ministry's performance, assesses the progress that has been made towards identified goals and targets, and provides an accounting of the funds that have been spent during the year.

The Performance Report: Assessment and Accountability

The *Budget Transparency and Accountability Act* (BTAA), enacted in 2000, established a new standard for open and straightforward reporting to the public. Recognizing that provincial ministries needed to be clearer in reporting their progress toward defined objectives, the *Act* shifts the emphasis in reporting, supplementing a financial accounting with a results-oriented framework. The new criteria established by the BTAA require ministries to report each year on the outcomes achieved through the investment of public funds.

The new reporting requirements are focused on two key documents: a Performance Plan and a Performance Report. On April 30 of each year, the Ministry will table its Performance Plan. The Plan identifies goals, objectives, and anticipated outcomes from Ministry activities over a three-year period, and sets performance targets relating to these outcomes.

On June 30 of each year, the Ministry will table its Performance Report for the previous fiscal year. The Performance Report replaces the Annual Report as the main vehicle for public reporting on the activities of the Ministry over the past year. The Report describes the Ministry's performance on its priority goals and objectives, and summarizes the Ministry's progress on meeting the outcomes and targets set out in the previous year's Performance Plan. In this way, the Performance Report emphasizes accountability and measurable performance monitoring.

The Report will also help identify areas where the Plan needs to be revised in order to ensure that the Ministry stays on track to achieve its goals. As each year's Plan is developed and updated, Ministries will look to the previous year's Performance Report to see whether investments are achieving the intended outcomes, or whether changes need to be made. The result is an ongoing cycle of planning, assessment, and renewed planning that will strengthen Ministry programs and contribute to increasing effectiveness in delivery.

The new reporting requirements will complement – and in some cases, incorporate – existing accountability processes such as student outcome reports, the collection of data and statistics on program results, audited financial statements and submissions, and program reports. (These can be viewed on the Ministry's Web site at www.aett.gov.bc.ca). The Performance Report will enhance the Ministry's accountability to its stakeholders and the public by providing a clear statement of the results achieved through the investment of public funds. At the same time, the new performance planning, measurement, and evaluation process will strengthen the work of the Ministry by linking broad goals and strategic objectives with tangible results. Together, the Performance Plan and the Performance Report provide a sense of how the Ministry intends to meet the government's long-term goals, and of the progress it is making along the way.

2000/2001 – A Transition Year

The 2000/2001 fiscal year is a transition year for reporting, as the Ministry shifts from its previous reporting mechanisms to the new requirements under the *Budget Transparency and Accountability Act*. The first Performance Report required under the BTAA is the report on the 2001/2002 fiscal year, during which time the Ministry will continue to work with post-secondary education and training institutions, partners, and stakeholders to establish its goals, priorities, and performance outcomes. As a result, performance targets for most Ministry activities were not defined for work that took place during the 2000/2001 fiscal year. Nevertheless, this Performance Report 2000/2001 sets out the overall structure and framework for future Performance Reports.

Ministry Profile

Vision

The Ministry of Advanced Education, Training and Technology envisions a province where all British Columbians have affordable access to the best-possible, technologically advanced, integrated and accountable post-secondary education and training system.

Mission

The Ministry of Advanced Education, Training and Technology provides leadership and support for an advanced education and training system that provides all British Columbians with opportunities to develop the skills and knowledge they need to live productive and fulfilling lives, and to contribute to the changing economic, social, and cultural life of the province.

Values

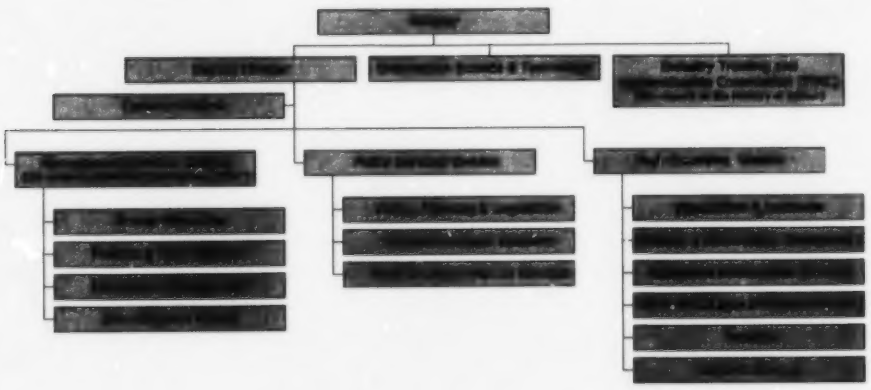
The following values guide the Ministry in its work:

- Accessibility of lifelong education, training, and learning.
- Excellence, innovation, and continual improvement.
- Relevance and responsiveness of the post-secondary education and training systems.
- Affordability of learning opportunities for all British Columbians.
- Availability of opportunities for all who are interested in participating in post-secondary education and training in B.C.
- A positive and supportive working environment.
- Effective working partnerships.

Mandate and Organization

The Ministry of Advanced Education, Training and Technology provides overall funding and program co-ordination for British Columbia's public post-secondary education and training systems. Public post-secondary education and training in British Columbia is delivered through a broad range of institutions and organizations, including four traditional and two specialized universities; five university colleges; 11 community colleges; three provincial institutes; two Aboriginal institutes, and the Open Learning Agency. The system provides a comprehensive range of post-secondary and training programs, including Adult Basic Education, trades, vocational, career technical, university transfer, academic, and continuing education. Successful program completion leads to certificates, diplomas, undergraduate and graduate degrees.

Figure 1: Ministry Organization as of January 2001



The Ministry is organized into three divisions and the Communications Branch, each reporting to the office of the Deputy Minister, who provides co-ordination and administrative direction to the Ministry. The responsibilities of each of the divisions and the Communications Branch are briefly summarized below.

Post Secondary Education Division

The Post Secondary Education Division manages the overall funding and program co-ordination for the public post-secondary education system, including: policy and strategic planning; student financial assistance programs; and policy and regulation for private post-secondary education and training.

Policy Services Division

The Policy Services Division provides corporate policy, research, and planning services, including strategic and performance planning and reporting. The Division manages the Ministry's legislative agenda; supports intergovernmental relations, negotiations and agreements; develops policy/position papers on various issues through the Forum of Labour Market Ministers (FLMM) and the Council of Ministers of Education, Canada (CMEC); conducts program evaluations; and develops labour market information products and services.

Through the Youth and Labour Market Services Branch, the Division co-ordinates and advises on all government youth-oriented employment and education programs in Youth Options BC; designs, supports, and manages youth and advanced education web sites; and delivers the Student Summer Works and Youth Community Action employment and work experience programs.

Management Services Division

The Management Services Division, housed in the Ministry of Education, provides central administrative support and information management services for the Ministry of Advanced Education, Training and Technology; the Ministry of Education; the Ministry of Labour, including the BC Gaming Commission and the BC Racing Commission; and the Industry Training and Apprenticeship Commission. It also provides support to the Information, Science and Technology Agency, the Workers' Compensation Review Board, and other smaller agencies.

Communications Branch

The Communications Branch has broad corporate responsibilities to guide and support the Ministry through all communications-related activities, including issues management and media relations, strategic communications, ministry and ministerial correspondence, publications, events, public information materials, and a toll-free inquiries line.

Boards and Commissions

In addition to the work undertaken within the Ministry itself, a number of boards and commissions receive funding from and report to the Ministry. These include:

- BC Council on Admissions and Transfer (BCCAT) – provides leadership and direction in facilitating articulation, transfer, and admission arrangements among B.C. post-secondary institutions. (www.bccat.bc.ca)

- Centre for Curriculum Transfer and Technology (CCTT) – a non-profit, independent society which promotes excellence in post-secondary education by encouraging innovations in teaching, learning, and assessment; working toward long-term, systemic improvement in education; and developing flexible means to facilitate student transitions and lifelong learning. (www.ctt.bc.ca)
- Centre for Education Information Standards and Services (CEISS) – an independent organization which provides research and technology services to the post-secondary education system in B.C. (www.ceiss.org)
- Industry Training and Apprenticeship Commission (ITAC) – established in November 1997 to foster an apprenticeship and training system that is relevant, accessible, and responsive to industry's demands. ITAC reports jointly to the Ministries of Advanced Education, Training and Technology, and Labour. (www.itac.ca)
- Private Post-Secondary Education Commission (PPSEC) – provides consumer protection, encourages integrity and high standards within the private post-secondary sector, and administers the registration and accreditation of private post-secondary institutions. (www.ppsec.bc.ca)
- Information Science and Technology Agency (ISTA) – leads government's efforts to strengthen the economy through the development and application of technology; connect British Columbians through universal, affordable access to networks and the services delivered through those networks; and transform government program and service delivery through the management and use of information and technology.

Each of these agencies plays an important role in strengthening the post-secondary education and training system in the province.

The Post-Secondary Education and Training Environment, 2000/2001

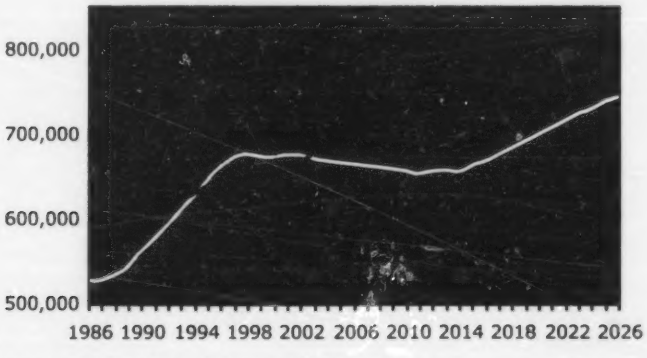
Among the many factors and trends that affect the work of the Ministry, the rapid growth in the province's population and the changing nature of the province's economy are key drivers behind efforts to ensure that the post-secondary education and training systems continue to be accessible and relevant to British Columbians.

Population

The population of British Columbia was 4,063,800 on July 1, 2000. Between July 1999 and July 2000, the province's population increased 35,700 or 0.9%. Although this rate of growth is lower than has been experienced over much of the last decade, population growth rates are expected to increase over the next few years. For example, between 2001 and 2005, the B.C. population is forecast to increase by 1.5% annually, compared to the national rate of 0.8%. This growth can be attributed in large part to interprovincial migration and immigration from other countries.

Population growth is especially high among senior age groups, and the average age of British Columbians continues to increase. By 2001, almost one-quarter of B.C.'s population was between 45 and 64 years old. Despite this aging trend, B.C. has continued to experience a net increase in the traditional post-secondary age group (18- to 29-year-olds).

Figure 2: Growth of Population Ages 5-17 and 18-29, 1986-2026



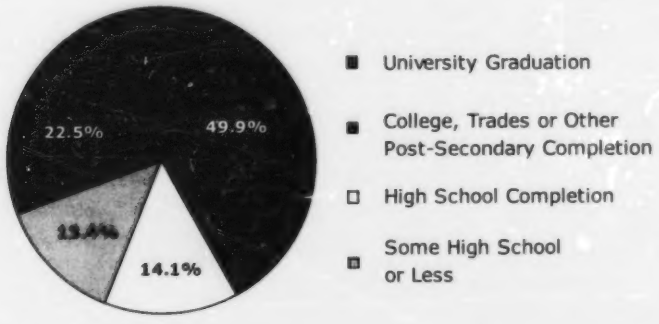
Source: BC Stats, P.E.O.P.L.E. 25 June, 2000

The combination of rapid growth, high levels of immigration, and a changing population profile has led to an increase in demand for post-secondary educational services, from both traditional and non-traditional learners. The variety of post-secondary education institutions has helped B.C. to respond to a range of educational and training needs, while efforts at promoting portability and transferability of credits have helped immigrants integrate their existing credentials with new training and education.

The Changing Economy and Labour Market

While primary industries such as forestry continue to play an important role in the economy of the province, there has been a shift in recent years toward a more knowledge-based economy. Growth in many of the traditional, goods-producing sectors of the provincial economy has been limited, while growth in the service and high-technology sectors has been significant. As a result, the mix of skills and knowledge that are relevant to the economy is changing, and post-secondary education is increasingly becoming a prerequisite for employment.

Figure 3: Educational Requirements for New and Replacement Jobs, 1998 – 2008



Source: MAETT and COPS

The province is already experiencing shortages in some highly skilled occupations, including high-technology, teaching, nursing, and trades. Recent efforts to promote innovation in education and training, and to expand post-secondary education capacity in these areas, is helping to offset such shortages.

Changing Technologies

The growing use of technology as a teaching tool has led to an increase in the number and type of post-secondary training providers operating in B.C. Providers of post-secondary education and training range from locally-established private institutions to large international, Internet-based training and education providers.

Ministry Goals and Objectives

Ministry Goals 2000/2001

The program management activity of the Ministry involves close co-operation with the many organizations involved in post-secondary education and training in British Columbia. The Ministry does not directly deliver post-secondary education and training programs. Instead, it funds and facilitates the work of the province's public post-secondary institutions. The work of these organizations is an essential element in defining and measuring the success of the Ministry. For this reason, MAETT has been working with partner organizations and stakeholders to define the goals, performance measures, and performance targets for the province's post-secondary education and training system.

A more detailed report on the Ministry's activities over the past year follows. During the development of the 2001 – 2004 Performance Plan (www.gov.bc.ca/aett), three goals and six objectives were established for the Ministry. These are outlined below:

Ministry Goals and Objectives

Goal 1. A Well-Educated Citizenry

Strategic Objectives

1. Improve access to the post-secondary education and training system.
2. Enhance the quality and relevance of post-secondary education and training.

Goal 2. Healthy Economic, Social, and Cultural Development in B.C.

Strategic Objectives

3. Ensure that post-secondary education and training programs are relevant and responsive to changes in the economy and labour market, and that learners acquire appropriate knowledge and skills.
4. Support knowledge creation and dissemination through research.

Goal 3. A Well-Managed Organization

Strategic Objectives

5. Ensure that the Ministry operates efficiently, values fair and transparent relationships with clients and stakeholders, and is accountable to British Columbians.
6. Ensure that the Ministry is able to manage training and resources so staff can perform their duties.

Based on the Ministry goals and objectives, 17 measures were selected to assess Ministry performance. In the report which follows, each goal and objective is followed by the Ministry activity which contributes to the goal (Ministry Priority) and the way the achievement of the goal will be measured (Performance Measures).

Goal 1. A Well-Educated citizenry

Priority: Building Capacity in Post-Secondary Institutions

Over the past year, the Ministry undertook a number of initiatives aimed at expanding capacity and upgrading facilities at post-secondary education institutions. These activities are part of the Ministry's commitment to ensuring that the post-secondary education system can meet the increasing demand from students. Investments in capacity are complemented by policies and programs that are designed to ensure equitable access to post-secondary education and training for all learners, including non-traditional learners and learners from more remote areas of the province.

Related Ministry Program Areas and Initiatives

New Student Spaces

In 2000/2001, core funding by the Ministry provided for the creation of 5,025 new student spaces at public post-secondary education institutions in British Columbia. This brings the number of new student spaces created since 1996 to over 20,000.

Facilities Expansions, and Improvements

During the year, the Ministry undertook a number of expansions and improvements to post-secondary education facilities, including:

- Planning for a permanent campus for Tech BC, the Technical University of BC to be located in Surrey. The estimated capital contribution to the total project is $26.1 million.
- The acquisition by British Columbia Institute of Technology of Royal Oak College, including one hectare of land and buildings. Total approved capital for this acquisition is $4.8 million.
- A major renovation to Royal Roads University to accommodate more students and ensure maximum utilization of the Grant Block as well as to provide structural upgrades to the building. Total approved budget for this project is $6.12 million.
- The Phase 3 Development Plan for Malaspina University-College in Nanaimo. The plan includes the replacement and upgrading of many pre-war buildings which do not meet B.C. building code standards, have outlived their functionality, and are seismically deficient. Total estimated cost for this replacement is $20.53 million.
- A redevelopment of the Malaspina University-College warehouse space at the Nanaimo campus into a food laboratory. The redevelopment will improve efficiency and safety, and will also accommodate an increase in enrolment in the Cook Training Program. Total cost of the redevelopment is $1.49 million.
- Planning to construct an Animal Health Technology facility for the University College of the Cariboo, located in Kamloops. This facility replaces a collection of huts and is estimated to cost $2.22 million.
- Replacement of a sub-standard building at the University College of the Fraser Valley Chilliwack Campus. Total estimated cost of the project is $11.85 million.

- A replacement project located at the Justice Institute of British Columbia in Maple Ridge. The project replaces 23 portable trailer units with new purpose-built space to include classrooms, washrooms, change rooms, and support areas. The total estimated cost for the replacement is $3.22 million.
- Site acquisition costs for the Quesnel replacement campus of College of New Caledonia. The campus is currently located in leased premises. The new site consists of 7.2 hectares and has been acquired for a total cost of $645,900.
- Annual Capital Allowance projects carried out at all institutions include expenditures classified under Safer Campus, Access, and Non-Program Driven Capital Improvements as identified in the Ministry's approved Long Term Capital Plan. Expenditures for these improvements total $29.65 million.
- Approved capital expenditures of $5.38 million provided for Electronic Technology Infrastructure upgrades at all institutions.

Expenditures on capital projects totaled $66.55 million in 2000/2001. Overall, the Ministry's investments in facilities and infrastructure are a key component of its work to ensure that institutions have the facilities they require to deliver high-quality post-secondary education programs.

A one-time increase in operatings funds for post-secondary institutions was made in 2001:

- $23 million one-time grant to the university-colleges, colleges, and institutes for equipment, information technology systems and library acquisitions.
- $22 million one-time grant to support the indirect costs of research at universities and a $1 million allocation to the Technical University of BC for information technology equipment.

Prior Learning Assessment (PLA)

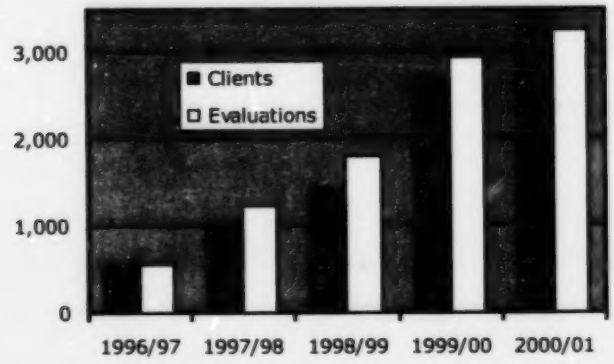
Prior Learning Assessment (PLA) is a process that enables people to gain recognition and credit for what they already know and can do. PLA helps reduce the amount of time students need to spend in formal classroom learning before moving into a new career by making it possible for them to earn credit toward a college or university credential, or to receive recognition at work, based on the skills and knowledge they already possess.
Web site: www.ola.bc.ca/pla/home.html

International Credential Evaluation Service (ICES)

The International Credential Evaluation Service (ICES) was established by the Open Learning Agency to allow individuals who have completed their formal education outside of British Columbia or Canada to gain the recognition they need to pursue their education and career goals. Evaluation reports prepared by ICES assess the credentials of individuals who have studied in another province or country and determine comparable levels for British Columbia or Canada.

A recent survey of ICES clients revealed that four-fifths of those surveyed have completed university-level education and simply want recognition for what they have already learned. Most respondents (78%) used their ICES evaluations for employment purposes and/or to plan for and pursue educational upgrading (66%). In 2000/2001, ICES completed 3,255 credential assessments and served a total of 3,374 clients.
Web site: www.ola.bc.ca/ices/

Figure 4: International Credentials Evaluation Service Clients Served and Credentials Evaluated, 1996/97 to 2000/2001



Institution-Based Training and Expanded Capacity

Institution-Based Training (IBT) support services and Expanded Capacity are delivered for income assistance recipients through the colleges, university colleges, the British Columbia Institute of Technology, and the Nicola Valley Institute of Technology.

IBT funding provides student support services and Expanded Capacity provides funding to increase available student spaces specifically for this student population. In 2000/2001 an estimated 1,400 Expanded Capacity student spaces were funded. IBT funding provided support services for 12,500 enrolled students and served about 21,000 clients overall.

These programs are part of an initiative to increase student recruitment, retention, and successful completion of basic education or post-secondary education studies for students receiving BC Benefits. Such programs support improved access to post-secondary education and training for this target population.

Provincial Learning Network

The Provincial Learning Network (PLNet) is a communications network connecting public schools, colleges, university colleges, institutes, and agencies to each other and to the Internet. Implementation of the PLNet began in 1998 and 124 post-secondary system sites now have moderate to high-speed connectivity. The PLNet initiative has provided moderate to high-speed connectivity into many rural and remote communities where no connectivity previously existed. It has enabled the development and implementation of E-merge, the collaborative development, delivery, support, and credentialing of online credit programs and courses.

The availability of the Provincial Learning Network has enabled learners in connected communities to access a wide choice of quality online education programs. In addition to providing the flexibility of time and location (self-directed learning), the PLNet permits many learners to remain in their communities for their training and retraining needs.

Aboriginal Education and Training Policy Framework:

As one element of its work to eliminate barriers to advanced education, the Ministry worked with colleges, university colleges, institutes, the Open Learning Agency, and universities to implement the Aboriginal Post-Secondary Education and Training Policy Framework. The policy framework forms part of the strategic plan for the college and institute system and its objectives are supported by the universities and the Industry Training and Apprenticeship Commission.

The policy framework aims to increase the participation and success rates of Aboriginal people in post-secondary education and training. As part of this initiative, the Ministry provided $3.7 million to support 185 Aboriginal programs in the 2000/2001 fiscal year. Specific activities undertaken as part of the implementation of the policy framework include the following:

- New programs to provide Aboriginal people with the occupational competencies and skills for the labour market, including provision for integrated Adult Basic Education, applied programs, university transfer programs, and community-based development.
- Implementation of a broad range of programs to improve Aboriginal enrolment and retention rates.
- Direct support for 21 First Nations co-ordinators in public post-secondary institutions in the province.
- Establishment of Aboriginal Advisory Committees in almost all public post-secondary institutions in British Columbia.
- Continuing financial support for bridging, access, and other enhanced student support programs through the Aboriginal Special Project Fund.

Performance Measures

Five performance measures have been identified to track the Ministry's progress with respect to building capacity in post-secondary institutions. These performance measures are described and assessed below.

Performance measure 1: Total funded student spaces (Full-time equivalents)

Ministry Priority	Performance Measure	Performance
Building capacity in post-secondary institutions	Total funded student spaces (Full-time equivalents or FTEs)	Increased 5,025 in 2000/2001; 20,000 since 1996

Purpose of the measure

This performance measure indicates the total number of full- and part-time student spaces funded by the Ministry, converted to a full-time equivalent (FTE) – that is, the equivalent number of students carrying a normal full-time course load.

The funding provided by the Ministry builds capacity in the post-secondary education system, enabling the system to respond to the increasing demand by learners.

How it is measured

The total number of funded FTEs for all B.C. public post-secondary institutions is reported annually by the Ministry.

Comments

In order to meet anticipated demand, the total number of funded student spaces (FTEs) has increased significantly over the last three years. In 1998/99 there was a total of 136,035 funded FTEs. This increased to 145,759 in 1999/00 and 150,784 in 2000/01.

Performance measure 2: Total actual enrolments (FTEs)

Ministry Priority	Performance Measure	Performance
Building capacity in post-secondary institutions	Total actual full-time equivalents (FTEs)	*Colleges: 75,608.3 FTEs *Universities: 63,756 FTEs * 1999/00 Data

Purpose of the measure

Actual FTEs are the actual number of course enrolments in post-secondary education programs, converted to FTEs.

How it is measured

Post-secondary institutions report annually to the Ministry on the actual FTEs delivered. These enrolments are audited by the Office of the Auditor General and available six months after year end. Separate reports are submitted annually by the universities through the University Presidents' Council of British Columbia. Current data reflect figures for the 1999/2000 fiscal year.

Performance measure 3: B.C./Interprovincial participation rates

[illegible]	[illegible]	[illegible]
Building capacity in post-secondary institutions	B.C./interprovincial participation rates	*BC ranks fourth among provinces in Canada. *1998/99 statistic for 18 to 24 year olds

Purpose of the measure

The participation rate compares the number of individuals participating in post-secondary education in a particular age group to the number of individuals in that age group. This ratio is then compared to similar data from other provinces. This provides an indication of activity in post-secondary programs.

How it is measured

The Ministry collects information from Statistics Canada's Administrative Enrolment Data Reports to determine full- and part-time enrolment in all

public post-secondary education institutions, excluding vocational and trades programs. This information is reported by Statistics Canada two to three years following the enrolment year. Current data reflect figures for 1998 - 1999.

Performance measure 4: Participation rates for target groups

Ministry Priority	Performance Measure
Building capacity in post-secondary institutions	Participation rates for target groups

Purpose of the measure

This performance measure reflects the level of full- and part-time enrolment in post-secondary education programs by individuals who are members of target groups. It provides an indication of the level of participation in post-secondary education of members of the target groups.

Target groups include students from sectors of the population that have traditionally been under-represented in the post-secondary education system.

How it is measured

While some data exist on participation by women and aboriginal learners, these data are not defined or collected in a consistent way. The Ministry is working with its partners to develop this measure so that it is consistent and covers all the relevant target groups.

Performance measure 5: Participation rates by region

Ministry Priority	Performance Measure
Building capacity in post-secondary institutions	Participation rates by region

Purpose of the measure

This performance measure indicates the level of participation by individuals from all regions within the province in post-secondary education.

How it is measured

Methodology is currently under development so that students who have moved to undertake post secondary education can be linked back to their home region in order to calculate a regional participation rate.

Priority: Affordability

A number of factors affect the affordability of post-secondary education. These include the cost of living for students, the availability of employment for individuals involved in full- or part-time studies, tuition fees, and

education expenses. The Ministry seeks to address financial barriers by providing financial assistance in the form of loans and grants to students in need and ensuring that tuition fees at public institutions remain affordable.

Related Ministry program areas and initiatives:

Student Financial Assistance (SFA)

More than 64,000 post-secondary students received federal and/or B.C. student loans and grants in 2000/2001, approximately the same number as the previous year. In 2000/2001 all B.C. private institutions had to be accredited by the Private Post-Secondary Education Commission in order to be designated for Student Financial Assistance (SFA). Also, after August 1, 2000, students enrolled in private institutions which were not accredited were no longer eligible for SFA.

In another policy change, for the first time, students at accredited, designated private institutions became eligible for BC Grant funding. Prior to the change, students at private institutions were only eligible for assistance in the form of loans.

A number of other program changes resulted in improved assistance for several categories of students. Students with permanent disabilities who are experiencing difficulty repaying their BC Student Loans (BCSL) because of their disability may apply to have their loans forgiven. BCSLs were also made fully portable in 2000/2001. Previously, students wishing to enroll outside B.C. in a program that was offered at a B.C. institution would only receive Canada Student Loan aid to do so. Now more than 5,300 B.C. residents are eligible for British Columbia Student Loans for their studies around the world.

Due to savings resulting from several policy changes, the eligibility of single-parent students for BC Grant funding was extended by one year to cover their first five years of post-secondary education. As a result, about 275 single parents received approximately $2.0 million in grant funding rather than in the form of repayable loans. This resulted in an average of $7,450 less loan debt for each of these students.

In addition, the Ministry introduced a Debt Reduction in Repayment program. For student borrowers still having difficulty repaying their loans after interest relief has been exhausted, the Ministry will reduce the loan principal on a one-time basis so that future loan payments are affordable, based on the borrower's income at that time. This new program targets practical assistance to those who need it most.

Total BCSL assistance was $103 million this year, down from $115 million in 1999/2000. In contrast, BC Grant funding rose to $74 million from $63 million. Both these trends occurred because the eligibility of students at designated private training institutions for BC Grant replaced their need for BCSL.

Altogether, student financial assistance programs help to ensure that all learners, regardless of their economic status, have access to post-secondary education and training programs.
Web site: www.aett.gov.bc.ca/studentservices

Extension of the Tuition Freeze

Through the *Tuition Fee Freeze Act*, tuition fees at public post-secondary education institutions remained frozen at 1995/1996 levels for the fifth consecutive year. Students enrolled in two semesters of full-time study in an undergraduate Arts program at a B.C. university in 2000/2001 paid an average tuition fee of $2,280, compared to the Canadian average of $3,378.

Performance Measures

Two performance measures are used to track the Ministry's work toward ensuring affordability of post-secondary education and training. These performance measures are described and assessed below.

Performance measure 6: Average accumulated student debt level

Ministry Priority	Performance Measure
Affordability	Average accumulated student debt level

Purpose of the measure

The accumulated student debt level is the combined debt load from federal and provincial student financial assistance programs, measured in the final year of the student's program.

This performance measure will provide an indication of the extent to which students rely on financial assistance programs to pay for their post-secondary education. This measure will help to assess the cost of post-secondary education, and also indicates the level of support provided to students by federal and provincial loan programs.

How it is measured

The Ministry collects information from students during the final year of their program. Information is gathered from students in the fourth or fifth year of a 4-year program with loan remission factored in.

**While the Ministry has been collecting information and preparing student debt data for several years, the methodology to report this data is currently being re-developed.*

Performance measure 7: B.C./Interprovincial tuition fees

Ministry Priority	Performance Measure	Performance
Affordability	B.C./interprovincial tuition fees	*British Columbia currently ranks 2nd lowest in Canada for undergraduate Arts tuition fees **2000/2001 data*

Purpose of the measure

This measure indicates how B.C. university tuition fees compare with other provinces.

How it is measured

Statistics Canada provides interprovincial comparisons of average undergraduate Arts tuition fees for universities, based on current enrolment data and average tuition fees weighted by the number of students.

In order to make B.C.'s tuition fee data comparable to the other provinces, tuition fees for private universities have been excluded, and the average tuition fee is calculated based on data from B.C.'s four traditional universities (the University of British Columbia, Simon Fraser University, University of Victoria and University of Northern British Columbia).

Comments

Quebec has the lowest tuition fees of all provinces; however, the low fees are available only to Quebec residents.

Priority: Quality Enhancement

The Ministry recognizes that quality in post-secondary education is in part reflected by the value that students themselves place on the education and training they receive.

Performance Measures

Two performance measures are used to measure the success of the Ministry in enhancing the quality of post-secondary education and training. These measures are described and assessed below.

Performance measure 8: Learner satisfaction with educational studies

Ministry Priority	Performance Measure	Performance
Quality enhancement	Learner satisfaction with educational studies	*Colleges, university colleges, institutes: 85 per cent were "completely" or "mainly" satisfied with their studies. *Universities: 86 per cent were "satisfied" or "very satisfied". *Data from 1998 five-year survey of former students

Purpose of the measure

The learner satisfaction measure indicates the percentage of former students who indicate they are satisfied with their educational experience. The measure allows a broad overview of the success of the post-secondary education system in meeting the needs and expectations of students.

How it is measured

For former students of colleges, university colleges, and institutes, data are collected through a telephone survey of individuals who have completed all or most of their program at one of B.C.'s public colleges, university colleges, or institutes within the past nine to 12 months. The most recent data reflect results from a survey conducted in 2000.

For graduates of university programs, data are collected through a separate telephone survey of individuals who have completed Bachelor's degrees at a public university either two years or five years previously. Surveys are conducted annually on this two- and five-year alternating pattern. The most recent data reflect results from the survey conducted in 1998 of students who graduated five years earlier.

Because the survey instruments and the timing of surveys differ, it is not possible to compare results between the colleges and institutes sector and the universities.

Performance measure 9: Student outcomes – communications, critical thinking, and problem solving

Ministry Priority	Performance Measure	Performance
Quality enhancement	Student outcomes: communications, critical thinking, problem solving	**Former students from colleges, university colleges and institutes: Percentage who responded "well" or "very well":** Written communications: 69 % (not applicable: 18 %) Oral communications: 66 % (not applicable: 19 %) Analysis/Problem-solving: 77 % (not applicable: 4 %) **University graduates: Percentage who had developed skills as a result of their university education:** Ability to analyze and think critically: 91% Ability to write well: 79 %

Purpose of the measure

Ensuring that students acquire skills such as communications, critical thinking and problem solving is key to the development of an adaptable work force that can respond to the demands of a changing economy and labour market. This performance measure indicates former college students' perceptions of how well their program of study provided an opportunity for skill development in the areas of communications and analysis/problem-solving. University graduates were asked to rate the extent to which they had acquired certain skills.

How it is measured

Student outcomes are measured using telephone surveys of former college and university students to determine their own assessment of the extent to which their educational program provided them with an opportunity to develop communications, critical thinking, and problem-solving skills. As with the student satisfaction measure, data are collected separately and using different instruments for colleges and universities, so results cannot be compared between the two data sets.

Comments

For the colleges and institutes, the most recent data reflect results from a survey conducted in 1999. For the university system, the most recent data reflect results from the survey conducted in 1998 of students who graduated five years earlier.

Priority: Youth programs

Program development and funding for youth programs are one way the Ministry can help youth and students gain access to post-secondary education in B.C. The youth programs delivered by the Ministry help more young people access post-secondary education and training programs. Over the long term, such initiatives will contribute to the goal of a well-educated citizenry.

Since 1999, MAETT has been the lead agency responsible for the cross-government Youth Options BC initiative, which connects young people in B.C. to employment through 12 employment, training, and work experience programs. Over the past year, the Ministry has undertaken a number of initiatives aimed at enhancing programs for youth.

Related Ministry Program Areas and Initiatives:

Youth Options BC includes two programs managed by the Ministry (Student Summer Works and Youth Community Action) as well as 10 other programs managed by nine other ministries or agencies across government.

In addition, the Ministry, together with its partners the Ministries of Education and Labour, launched the BC Opportunities career planning and education initiative. The initiative comprised the Career Planner 2001 guide, the BC Opportunities Youth Tour and the BC Opportunities Web site, a one-stop shop of education and career planning information and resources. The BC Opportunities initiative received a 2001 Public Service Award for "Service to the Public".

BC Opportunities Highlights:

The BC Opportunities Youth Teams, which toured the province from October 2000 to March 2001, gave education and career planning presentations to secondary school students, parents, educators, and others.

Youth Teams highlights include:

- Presentations at more than 100 B.C. secondary schools in 40 school districts.
- Presentations to more than 12,000 high school students.
- Specially designed parents presentations delivered to an average of 100 parents per night in more than 50 communities.

The Career Planner 2001, a comprehensive resource on B.C.'s post-secondary institutions, education and training, was distributed to more than 200,000 students in grades 9 through 12.

The newly created BC Opportunities Web site provided a one-stop shop for students and parents looking for information and resources on education and career planning.
Web site: www.bcopportunities.com

Youth Options BC – activities in the Ministry's Student Summer Works and Youth Community Action programs:

Student Summer Works

Student Summer Works (SSW) provides secondary and post-secondary students with opportunities to gain work experience related to their chosen career or field of study.

The program is delivered through a network of host agencies across the province, which are responsible for providing information and applications, approving positions, and providing reimbursements to employers for funded positions. Employers are reimbursed up to 50 per cent of the wages paid to students–to a maximum of $4 per hour–for a minimum of 150 hours of employment.

In 2000, Student Summer Works helped create 5,467 positions for young people at an average hourly wage of $9.40. A total of 3,566 employers participated in the program, with an average cost per placement of $1,355.41. Averages reported do not include statistics on student program administrators.

Youth Community Action

The Youth Community Action (YCA) program provides youth aged 15 to 24 with opportunities to gain experience in areas related to their interests, chosen career, or field of study through approved volunteer work. Youth receive work experience by volunteering their time with sponsoring non-profit organizations and earn post-secondary tuition credits at a rate of $8 per hour. They may earn up to $2,400 in credits for projects that range from 100 hours to 300 hours, and their tuition credits are valid and redeemable for up to five years at designated education and training institutions. The program is delivered through a network of host agencies, with priority given to projects that enhance community development, culture, heritage, recreation, community safety, and literacy.

A total of 2,025 positions were created in 2000/2001 and more than 890 sponsors participated in the program. The average length of the approved placements was approximately 136 hours.

Since the program began in June of 1998, 5,473 tuition credit booklets have been issued to Youth Community Action participants — 2,607 participants have redeemed a total of $3,036,915 in credits, with the majority redeemed at B.C.'s larger post-secondary institutions such as the University of Victoria, Simon Fraser University, and the University of British Columbia.

Other Youth Options BC Programs

In addition to the two programs delivered by the Ministry, 10 other provincial government programs form part of the Youth Options BC initiative. These programs also help youth to gain access to post-secondary education and provide youth with training and jobs.

Performance Measures

One performance measure has been identified to measure the success of the Ministry with respect to youth programs. This measure is described and assessed below.

Performance measure 10: Participation by youth and students in YCA and SSW

Youth programs	Participation by youth and students in YCA and SSW	*1,969 participants in Youth Community Action. **5,467 participants in Student Summer Works. *2000/2001 data ***This number represents a completion rate of 107 percent of the established target of 5,100.*

Purpose of the measure

Both Student Summer Works (SSW) and Youth Community Action (YCA) provide students with needed job training and experiences. In addition, SSW gives students the opportunity to earn money needed for their tuition and living costs while undergoing their education. This measure indicates the degree of success in the Ministry's efforts to increase access to post-secondary education for youth by providing the training and work experiences necessary to compete effectively in today's job market.

How it is measured

Host agencies, who deliver the programming for the Ministry, report monthly performance data with summary reports, including the total number of participating YCA and SSW youth. YCA and SSW participants are defined and calculated separately: for YCA, participants are defined as the number of completed youth placements; for SSW, participants are defined as the number of approved student placements.

Young people who complete designated placements will increase their work experience and gain valuable training. Many will earn the funds necessary to substantially help finance their education.

Goal 2. Healthy Economic, Social, and Cultural Development in B.C.

Priority: Graduates will be able to meet labour market needs

As the labour market changes in British Columbia and around the world, it is important that the post-secondary education system adapts to ensure that students continue to acquire knowledge and skills that will help them to contribute to a strong economy and society. This requires forecasts of the knowledge and skills that will be needed in the future. The Ministry works closely with its partners to ensure that education and training programs respond to such emerging requirements.

Related Ministry program areas and initiatives:

International Education

International education enhances British Columbia's educational, cultural, and economic links with the global community. Initiatives to promote international education in B.C. seek to develop an integrated and collaborative post-secondary education system in which an international perspective is infused into all B.C. institutions.

The BC Centre for International Education (BCCIE – http://www.bccie.bc.ca), funded by the Ministry, plays a key role in the development and co-ordination of international education at the post-secondary level and marketing B.C.'s public post-secondary education system internationally.

B.C. currently attracts more than 25 per cent of all foreign students coming to Canada each year. In 2000/2001, more than 13,000 international students came to B.C. to study in short- and long-term programs. B.C. is now an international education leader within Canada, and was the only province to record an increase in its international student population during the past five years. Estimates of the direct impact derived from this activity are $203 million annually directly into B.C. communities. B.C. public post-secondary institutions are currently managing educational contracts valued at more than $70 million.

In response to a call from the Government of Canada for a national approach to the international promotion of educational goods and services, B.C. is now represented on key national and inter-provincial management groups, advisory committees, and round tables, dealing with such issues as student mobility, immigration, marketing, and credential recognition. British Columbia hosted the 2000 World Education Market in Vancouver and will be a major exhibitor at the 2001 World Education Market, also in Vancouver.

The presence of international students is a cost-effective way of developing and maintaining relationships that will create trading partnerships to ensure B.C.'s future prosperity. In addition, attracting learners from around the world helps to ensure that B.C. institutions benefit from the diversity of cultures, skills, and ideas that is essential for innovation and creativity.

Quick Response Training

The Quick Response Training (QRT) program is intended to do the following:

- Respond to emergent training needs of communities in economic transition.
- Respond to training needs of clients affected by economic restructuring.
- Provide public post-secondary institutions with support to deliver innovative programs.
- Foster partnerships in training with community agencies, the private sector, training partners and other levels of government.
- Strengthen community economic development.

In 2000/2001, $2,148,885 was allocated to 47 QRT projects.

Skills for Employment Program

The Skills for Employment Program (SEP) was established by the Ministry in 1999 as a way to provide additional post-secondary education capacity in developing training programs for unemployed individuals. The intent of the program is to:

- increase the number of programs which respond to the needs of unemployed individuals who require training to enter or re-enter the workforce.
- develop partnerships in training with community agencies, the private sector, training partners and other levels of government.
- strengthen community economic development and respond to emerging training needs at the local level.

Colleges, university colleges, and institutes received funding to develop and deliver new training programs. In particular, funds were targeted to programs that addressed the needs of Employment Insurance clients as well as other unemployed individuals.

In 2000/2001, funding totalled $4,851,122 for SEP projects. This investment provided training in a wide range of program areas to an estimated 2,700 individuals in 65 communities around the province.

Community Skills Centres

In 1994, MAETT and Human Resources Development Canada (HRDC) established a network of 20 Community Skills Centres (CSCs) to reduce the impact of economic and labour market adjustment in communities by offering flexible, client-focused training, through the use of educational technologies and partnerships with public and private training providers. MAETT and HRDC originally planned to provide core funding to CSCs on a declining basis over a five-year period, after which time CSCs were expected to operate independently of direct government funding.

In 1999, the Ministry initiated a community-by-community approach to address various challenges associated with the CSCs' mandate, governance, and funding arrangements. Under this approach, the seven CSCs that achieved financial independence within the original funding framework at the end of 1999/2000 received one-time transitional funding in 2000/2001.

As well, the 13 CSCs that could not reach financial independence within the original funding framework were provided the opportunity to prepare a business plan to either reach financial independence or merge with their local college by March 31, 2002. Five of these CSCs prepared a business plan to achieve financial independence by the end of 2001/02. An additional seven CSCs merged with the operations of their local colleges during 2000/2001. The remaining CSC did not confirm whether it will pursue either financial independence or a merger with its college.

Career Technical Centres

Career Technical Centres (CTCs) are a joint K-12/post-secondary initiative designed to strengthen the link between secondary and post-secondary education and training. CTCs provide an opportunity for secondary school students to receive a Dogwood Diploma and either a college certificate or credit toward a college credential in two and a half years or less. The Centres are funded jointly by the Ministry of Education (MoE), Ministry of Advanced Education Training and Technology (MAETT), and the Industry Training and Apprenticeship Commission (ITAC). In 2000/2001, there were four operational CTCs in the province, located in Abbotsford, Kamloops, Prince George, and Nanaimo.

In addition, on April 14, 2000, five new CTCs were announced by MoE to serve the following regions: Vancouver, Fraser Delta, Pacific Northwest, North Vancouver Island, and Okanagan. The centres will commence operations during 2001/2002.

The Ministry provided a total funding allocation of nearly $1.3 million to CTCs during 2000/2001.

New Post-Secondary Degree Programs

Since 1989, the number of degree-granting institutions in B.C.'s post-secondary system has increased from four to 14. With the expansion in degree-granting authority, a new degree approval process was implemented in 1995 to assist the Minister responsible for post-secondary education to fulfill the statutory responsibility for approving new degree programs. The process ensures that each new degree program meets the goals and priorities of the British Columbia post-secondary education system, while respecting institutional autonomy and the different and distinctive roles and mandates of the province's degree-granting institutions.

The review process is meant to ensure that:

- high educational standards are maintained across degree programs;
- new degree programs meet the social, cultural and economic needs of the province;
- degree program development is coordinated across the system; and,
- limited financial resources are used wisely and appropriately within the context of the particular institution's funding.

All new degree program submissions are reviewed first by an internal Ministry committee and then by an external committee consisting of representatives from public post-secondary institutions in the province. After the committees have completed their review, their recommendations are for-

warded to the Minister. In 2000/2001, 25 baccalaureate degree programs, six masters degree programs and one doctoral degree program were approved for implementation.

New Post-Secondary Non-Degree Programs

Educational approval for non-degree (certificate and diploma) programs is provided through the new program review process, a separate process from the degree program review. An internal Ministry committee using criteria such as the institutional "fit" with existing programs, regional and provincial labour market information, curricula standards, and financial implications and cost-effectiveness review proposed new programs. In 2000/2001, 15 new programs were given educational approval.

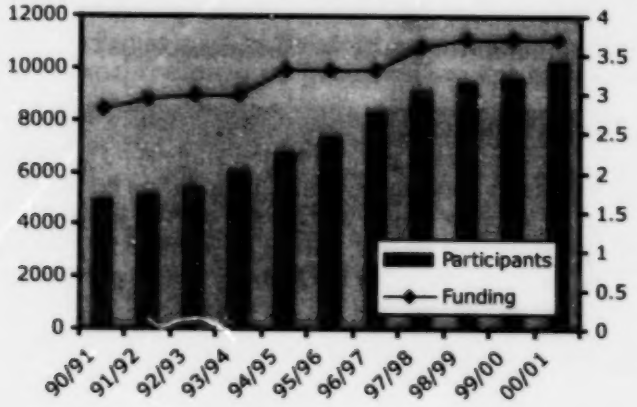
Co-operative Education

Co-operative education, introduced in the 1970s, bridges the gap between study and work by combining a balanced program of full-time work experience with the study periods required for an academic discipline. In 2000/2001, there was $3.7 million in co-operative education funding resulting in an estimated 10,222 student placements.

Twenty-two public post-secondary institutions offer co-op education in many program areas. These include administration/business, arts/fine arts, computing, environmental and natural resources, engineering, sciences, technologies (engineering, electronics, drafting, etc.) and trades.

The success of co-op programs in integrating students into careers related to their field of study is illustrated by the programs' growth. Co-op placements doubled each year between 1980 and 1985, doubled again between 1985 and 1988, and again between 1988 and 1991. Between 1995/1996 and 2000/2001, total co-op placements grew by approximately 34 per cent while funding increased by 12 per cent.

Figure 5: Post-Secondary Co-op Education in BC Number of Participants and Funding, 1990/1991 to 2000/2001



Enhancing Labour Market and Career Planning Information

Since the early 1990s the Ministry has been responsible for monitoring and reviewing B.C. labour market developments. These developments are a key consideration in the creation and delivery of education, training, and employability programs and services. As well, the Ministry maintains 10-year industry and occupational employment projections and related labour market data, and publishes monthly and annual reports on aspects of B.C.'s labour market.

The Ministry works with government and non-government partners to produce a wide range of career, learning, and labour market information and resources. These resources support British Columbians as they explore careers, education, and training, and provide assistance in the areas of employability and job search planning.

A highlight in this area was the creation of the award-winning BC Opportunities career and education planning initiative. Partnered by the Ministries of Advanced Education, Education and Labour, BC Opportunities comprises: a Web site – www.BCOpportunities.com, which offers a one-stop shop of career and education planning resources; the Career Planner 2001 guide to B.C. post-secondary education and training, which was distributed to more than 200,000 B.C. secondary school students; and the BC Opportunities Youth Teams, which delivered career and education planning presentations to more than 12,000 high school students – and about 5,000 parents – throughout B.C.

The Ministry contributes to the continued implementation of the Labour Mobility Chapter of the Internal Trade Agreement; and to meeting the pan-Canadian labour market development objectives of the Forum of Labour Market Ministers through the appropriate inter-governmental and related forums and partnerships.

In addition, a number of the key "retail" career and labour market information products produced or sponsored by the Ministry have been recently updated. These include:

- *Work Futures, A Guide to the BC Economy and Making Career Sense of Labour Market Information* (www.workfutures.bc.ca);
- *What's Key in Labour Market Information for B.C.* (www.whatskey.org); and,
- BC WorkInfoNet Web site (www.workinfonet.bc.ca).

Providing British Columbians with better access to relevant labour market information and resources is a priority for the Ministry. The development of effective cross-linkages between key online information providers is underway, and a number of specialized "access tools" – such as the Labour Market Information Search Engine, Surfing for Work in BC, and Career Gateways – are being developed by the Ministry and its partners through the New Directions initiative.

Performance Measures

Three performance measures have been identified to measure the success of the Ministry's work to ensure that graduates can meet labour market needs. These measures are described and assessed in the following section.

Performance measure 11: Employment outcomes by program area

Ministry Priority	Performance Measure
Graduates will be able to meet labour market needs	Employment outcomes by program area

Purpose of the measure

This performance measure identifies the number of former students from various program areas who find employment.

How it is measured

*See Performance Measure 8 (page 17) for specifics on Student Outcomes Surveys.

Both the university and the college and institute sector independently undertake periodic outcomes survey of graduates. Reports on these surveys can be found on the website of the Centre for Education Information (www.ceiss.org) However, data are not currently available in the form indicated by the performance measure. Because of differences in methodology between the two surveys, including time elapsed since graduation, findings in the university and college/institute sectors should not be compared.

The most recent university survey, the 1999 survey of 1997 graduates, indicates 77% of graduates pursued further education (excluding short term continuing education or personal interest courses) after graduation. Of the graduates who were in the labour force, 92% were employed.

The 2000 BC College and Institute Student Outcomes survey contacted former students 9-20 months after their program. 72% of former Arts and Sciences students and 31% of applied program students continued their education after leaving their original program. When surveyed in 2000, 85% were in the labour force (many working and studying at the same time) and of those who were in the labour force 86% were employed.

Performance measure 12: Student outcomes – usefulness of education and training as preparation for employment

Ministry Priority	Performance Measure	Performance
Graduates will be able to meet labour market needs	Student outcomes – usefulness of education and training as preparation for employment	• 86 per cent of university graduates reported that the skills and knowledge acquired in their educational program are applied in their jobs. • 71 per cent of former college, university college, and institute students reported that their training was useful in performing their job.

Purpose of the measure

This student outcomes measure provides an indication from the students' perspective of the usefulness of their education as preparation for their current employment.

How it is measured

*See Performance Measure 8 (page 17) for specifics on Student Outcomes Surveys.

Performance Measure 13: Number of degrees, diplomas, and certificates awarded

Graduates will be able to meet labour market needs	Number of degrees, diplomas and certificates awarded	• In 1999/2000, B.C. public universities conferred 12,933 undergraduate and 2,948 graduate degrees

Purpose of the measure

The availability of a skilled workforce will be a determining factor in the development of B.C.'s economy in the coming years. This performance measure provides an indication of the number of graduates from degree, diploma, and certificate programs in B.C.'s post-secondary education and training system.

How it is measured

Currently, only data on the number of degrees awarded by public universities are available. In addition, degrees are awarded from university colleges, British Columbia Institute of Technology, and Emily Carr Institute of Art and Design.

Priority: Strengthen the provincial research capability

Strengthening the province's capacity for research and innovation brings economic benefits. The post-secondary education system will play a key role in shaping the foundation for British Columbia's participation in an increasingly diverse global economy.

Related Ministry Program Areas and Initiatives:

High-Technology Spaces

Two thousand new student spaces have been created in high-technology programs in the post-secondary education system over the last three years – 800 were announced in 2000/2001.

These new student spaces were targeted to high-technology programs to encourage the expansion of educational programs that can produce the skilled graduates necessary for the growth of British Columbia's high-technology sector. British Columbia's public post-secondary institutions offer a variety of high-technology programs that respond to the diversity of occupations in this sector, from computer science to new media studies.

High-Technology Co-operative Education Placements

In January 2000, the Ministry announced a $2.5-million high-technology co-operative education program, aimed at creating 4,800 new co-operative work terms over three years. Last year, approximately $500,000 was allocated to post-secondary education institutions to create at least 1,000 high-technology co-operative education placements across the province. In 2000/2001, this funding was increased to $1 million. This added investment enabled post-secondary institutions in the province to increase placements in British Columbia's high-technology firms and to develop new regional co-op infrastructure.

Co-operative education programs have been shown to increase students' earning power and job readiness. In turn, companies benefit from the availability of highly employable graduates. By linking students with high-technology firms in British Columbia, the high-technology co-operative education initiative helps to develop a highly skilled workforce and contributes to British Columbia's growing high-technology sector.

Technical University of British Columbia

The Technical University of British Columbia (TechBC), British Columbia's newest university, is Canada's only public university specializing in high-technology education, degrees, and research. TechBC delivers educational programs and provides applied research opportunities tailored to the high-technology sector.

TechBC began its second year of classes in September 2000, with a student population of 200. TechBC's first Ph.D. program was launched in February 2001; Masters' programs are expected to begin in September 2001. A leader in online learning, TechBC delivers programs in which the majority of courses provide more than half their instruction online.

TechBC currently offers courses at temporary facilities in the Surrey Place Mall. TechBC's permanent campus will be part of a redevelopment of Surrey City Centre by the Insurance Corporation of British Columbia. It is expected that TechBC's new facilities will open for classes in September 2003.

British Columbia Knowledge Development Fund (BCKDF)

The British Columbia Knowledge Development Fund (BCKDF) was created in 1998 to provide capital funding for research infrastructure for B.C.'s public post-secondary institutions, teaching hospitals, and affiliated non-profit agencies over a six-year period commencing in 1998/99. The 2000/01 provincial budget increased the BCKDF by $117 million for a total of $217 million, and extended the program to 2006/07.

BCKDF is both a stand-alone program as well as a partnering grant program for the federal government's Canada Foundation for Innovation (CFI). The objectives of BCKDF focus on enhancing provincial economic and social development. BCKDF is a matching program, providing up to 40 per cent of a project's total cost. Usually, CFI provides 40 per cent, with other non-provincial government partners, such as those from business and industry, providing the remaining 20 per cent.

In 2000/01, 51 projects totaling approximately $72 million were awarded BCKDF funding. The BCKDF awards for these projects leveraged $71 million

in funding from the CFI, and $55 million from other non-provincial government sources, for a total investment of over $198 million in research infrastructure in the province. The projects represented a wide range of research areas, including: health, high-technology, energy mines and materials, environment, and forestry.

In the first three years of the program, the B.C. Knowledge Development Fund has awarded $82 million to 79 projects. Combined with the other matching funds, these awards represent a total investment of almost $228 million.
Web site: www.aett.gov.bc.ca/bckdf

Michael Smith Foundation for Health Research

The Michael Smith Foundation for Health Research (the Foundation) was established as a society on March 9, 2001 by the Coalition for Health Research in British Columbia. The Ministry of Advanced Education, Training and Technology provided the Foundation with $110 million.

The Foundation gives the province a greater presence in the health research field, and it will serve to attract other sources of funding, particularly from the Canadian Institute of Health Research (CIHR). A majority of the Foundation's funding will go toward contracts to fund researchers and scientists, with the objective of retaining and attracting scientists and researchers to B.C.

Performance Measures

Two performance measures have been identified to measure the success of the Ministry as it works toward strengthening provincial research capability. These performance measures are described and assessed below.

Performance measure 14: Interprovincial comparisons of federal and provincial investments per capita in research

Ministry Priority	Performance Measure	Performance
Strengthen provincial research capability	Interprovincial comparisons of federal and provincial investments per capita in research	In 1998/99, BC ranked 7th out of 10 provinces per capita in expenditure on research in the higher education sector

Purpose of the measure

The measure provides an estimate of research and development expenditures by post-secondary education institutions, by province, which are funded by the federal and provincial governments.

How it is measured

Statistics Canada methodology.

Comments

According to Statistics Canada, in 1998/99, combined federal and provincial government per capita expenditures on research in the higher education sector was $30.14 in British Columbia. Alberta was ranked number one with a per capita expenditure of $50.43, followed by Quebec at $48.92 and Ontario at $40.95.

Performance measure 15: University/industry research measure of licences, patents, spin-off companies, and royalty or licence fees.

Ministry Priority	Performance Measure
Strengthen provincial research capability	University/industry research measure of licences, patents, spin-off companies, and royalty or licence fees

Purpose of the measure

This measure provides an indication of the economic value of research conducted by British Columbia's universities.

How it is measured

Methodology is being developed in cooperation with The University Presidents Council.

Goal 3. A Well Managed Organization

The Ministry continues to place a high priority on efficient operation and fosters fair and transparent relationships with both clients and stakeholders, while ensuring that Ministry staff have the resources, training, tools, and support they need to perform their duties effectively. The Ministry is committed to open and transparent accountability to all British Columbians.

Priority: Management of Student Financial Assistance

As the agency responsible for managing student financial assistance programs, MAETT seeks to ensure that the BC Student Financial Assistance Program, (BCSAP) is delivered efficiently.

Related Ministry Program Areas and Initiatives:

BCSAP provided federal and provincial loan and/or grant aid to more than 64,000 B.C. residents in full-time post-secondary studies. In 2000/01, the Student Services Branch processed nearly 75,000 applications.

Performance Measures

One performance measure has been identified to assess the Ministry's progress with respect to the management of student financial assistance. This measure is described and assessed below.

Performance measure 16: Student aid application turnaround time

Ministry Priority	Performance Measure	Performance
Management of Student Financial Assistance	Student aid application turnaround time	Average 2000/2001 turnaround: 19 days

Purpose of the measure

This performance measure indicates the number of days which pass between the receipt of an application for student aid, and the date of the first successful assessment of that application. The measure provides an indication both of the level of demand for service by students, and of the efficiency of the client service provided by the Ministry.

How it is measured

Data are compiled weekly by the Ministry based on end-user reports from the Student Services Branch of the Post Secondary Education Division.

This measure relates to all applications over the entire year and averages out both applications without errors (processed quickly) and those with errors (longer processing time). The measure does not differentiate between peak times for receiving applications and quieter periods of the year.

Comments:

Although data are not available for the years before 2000/01, MAETT has reduced its turnaround time in the last several years.

Priority: Human resource management

As part of its commitment to a well-managed organization, the Ministry seeks to ensure that staff are well prepared and have the training that equips them to meet their job requirements.

Related Ministry Program Areas and Initiatives

Performance Measures

One performance measure has been identified to assess the Ministry's success in human resource management practices. This measure is described and assessed below.

Performance measure 17: Per cent of staff having had performance review and training plans

Ministry Priority	Performance Measure
Human resource management	Per cent of staff having had performance review and training plans

Purpose of the measure

The Ministry operates in a dynamic environment, and it is important that its employees are well equipped to meet new challenges and to respond to the needs of the Ministry's many client groups and partners. Performance reviews and training plans are jointly developed by an individual staff member and his or her supervisor, and are a key tool in identifying staff training and skill development needs.

This performance measure identifies the number of Ministry staff who have completed a performance review and training plan, expressed as a percentage of the total number of staff employed at the Ministry.

How it is measured

Reports on the status of performance reviews and training plans for each branch are submitted annually by branch managers to the Human Resources Branch of the Ministry.

Ministry Highlights—2000/2001

The Annual Performance Report provides the Ministry with the opportunity to reflect on its achievements during the past year and share them with British Columbians. The Ministry's success in 2000/01 was highlighted by major initiatives that included:

- 5,025 new student spaces created, 400 of them in nursing;
- Post-secondary tuition fees frozen for the fifth consecutive year;
- More than 200,000 copies of the Career Planner 2001 distributed to British Columbians;
- The creation of BC Opportunities, an initiative which brought career and education planning information directly to students, their parents, career planners, and educators throughout B.C.;
- The allocation of $27.8 million to a new $82-million cancer research centre to be built at the B.C. Cancer Agency's downtown Vancouver site;
- The creation of the new Michael Smith Foundation for Health Research, in honour of B.C.'s Nobel laureate;
- B.C.'s hosting of the World Education Market, a conference that brought educators and educational service providers together from around the world;
- Significant changes to Student Financial Assistance that benefited BC students:
  - at designated private institutions;
  - with permanent disabilities;
  - who study around the world;
- The creation of 800 new high-technology spaces; and,
- B.C.'s four traditional universities held top spots in *Macleans Magazine's* nation-wide rankings, scoring in the top ten of their respective categories.

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APPENDIX 1: Ministry Resources 2000/2001

Activity[1]	2000/01 Estimates	2000/01 Restated Estimates[2]	2000/01 Actual	2001/02 Estimates
Program Management	**228.35**	**212.61**	**$17,894**	**$18,594**
Corporate Services	67.35	59.00	$6,309	$6,652
Post-Secondary Education	161	153.61	$10,911	$11,942
Youth Programs[3]			$674	$0
Post-Secondary Education Programs			**$1,576,822**	**$1,804,122**
Educational Institutions and Organizations			$1,203,379	$1,431,379[4]
Grants in Lieu of Property Taxes			$700	$700
Student Financial Assistance Programs			$129,643	$130,343
Debt Service Contributions			$149,100	$147,700
Amortization of Prepaid Capital Advances			$94,000	$94,000
Youth Programs			$12,330	$12,330

[1] Only Operating Expense Estimates are represented in this table. Capital and Other Financial Requirements are excluded.

[2] The Restated Estimates amounts assume Treasury Board will approve the final TBS200 for Fiscal 2000/01.

[3] Management of the youth programs was amalgamated with Corporate Services during the 2000/01 fiscal year

[4] Increase in expenditures over the original estimates is due to one time expenditure to establish the Michael Smith Foundation for Health Research; one time grants to the post-secondary system for equipment, information technology systems and library acquisitions; post-secondary collective agreements signed in 2000/01; a new lender arrangement for student financial assistance; heating assistance for educational institutions and capital advances reclassified as operating expenses.

[5] The Ministers Office, ITAC and ISTA estimates and FTE's are not included in the total.

APPENDIX 1: Ministry Resources 2000/2001

Activity[1]	2000/01 FTE Allocation	2000/01 FTE Utilization	2000/01 Estimates (000's)	2000/01 Restated Estimates (000's) [2]
Program Management	**228.35**	**212.61**	**$17,894**	**$18,594**
Corporate Services	67.35	59.00	$6,309	$6,652
Post-Secondary Education	161	153.61	$10,911	$11,942
Youth Programs[3]			$674	$0
Post-Secondary Education Programs			**$1,576,822**	**$1,804,122**
Educational Institutions and Organizations			$1,203,379	$1,431,379[4]
Grants in Lieu of Property Taxes			$700	$700
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Debt Service Contributions			$149,100	$147,700
Amortization of Prepaid Capital Advances			$94,000	$94,000
Youth Programs			$12,330	$12,330
TOTAL[5]	**228.35**	**212.61**	**$1,607,046**	**$1,835,046**

[1] Only Operating Expense Estimates are represented in this table. Capital and Other Financial Requirements are excluded.

[2] The Restated Estimates amounts assume Treasury Board will approve the final TBS200 for Fiscal 2000/01.

[3] Management of the youth programs was amalgamated with Corporate Services during the 2000/01 fiscal year

[4] Increase in expenditures over the original estimates is due to one time expenditure to establish the Michael Smith Foundation for Health Research; one time grants to the post-secondary system for equipment, information technology systems and library acquisitions; post-secondary collective agreements signed in 2000/01; a new lender arrangement for student financial assistance; heating assistance for educational institutions and capital advances reclassified as operating expenses.

[5] The Ministers Office, ITAC and ISTA estimates and FTE's are not included in the total.

APPENDIX 2A: Glossary of Advanced Education and Training terms

Accreditation
A process which recognizes an institution or program as maintaining standards that qualify graduates for admission to higher or more specialized institutions or for professional practice.

Adult Basic Education (ABE)
Programs that provide adult learners with basic life skills, literacy, numeracy, language skills, high school equivalency and/or prerequisites for entry into post-secondary education or the job market. Both colleges and school districts offer these programs.

Advanced Placement
Entering a program at a point beyond which a learner would normally begin studies, through obtaining course credit for skills and knowledge gained prior to application to the program.

Baccalaureate Degree
See Bachelor's Degree.

Bachelor's Degree
Programs normally take four years of full-time study to complete. Many offer options in particular disciplines as well as a more specialized honours option. University colleges, institutes, and universities award these degrees.

British Columbia Education and Training System
Includes all schooling in B.C. from Kindergarten through Grade 12 and post-secondary education and training.

British Columbia Knowledge Development Fund (BCKDF)
BCKDF funding will provide a total of $100 million in capital funding for research infrastructure for the Province's public post-secondary institutions, teaching hospitals, and affiliated non-profit agencies over a six-year period commencing in the 1998/99 fiscal year. The objectives of BCKDF focus on enhancing provincial economic development and job creation.

BC Council on Admissions and Transfer (BCCAT)
The mandate of the BCCAT is to provide leadership and direction in facilitating articulation, transfer and admission arrangements between B.C. post-secondary institutions.

BC Student Assistance Program (BCSAP)
A comprehensive set of financial aid programs designed to assist post-secondary students who demonstrate financial need.

Certificate
Usually involve one year or less of study. Certificates are awarded at college, university colleges, institutes, and universities.

Charting a New Course

A strategic plan developed by representatives of the college, institute, and agency system in collaboration with the Ministry of Education, Skills and Training. The plan was released in September 1996, and identifies four system goals of relevance and quality, access, affordability, and accountability.

Community Skills Centres (CSCs)

A network of institutions that works with public and private training providers and uses educational technologies to meet the training and education needs of their respective communities.

Continuing Education

An education program offered by the post-secondary education system that serves diverse learning purposes such as labour force development, high school completion, the upgrading of a current graduation certificate, cross-cultural learning, public service and social responsibility in the community, and general interest education.

Council of Ministers of Education Canada (CMEC)

CMEC is the national voice for education in Canada. Through CMEC, ministers responsible for education can consult and act on matters of mutual interest, as well as work with national education organizations and the federal government. CMEC also represents the education interests of the provinces and territories internationally.

Course Completion

Completion of a registered course resulting in a final grade of pass or better.

Co-operative Education

Education programs that include one or more work experience components that may be assessed for credit toward program completion.

Credentials

Certificates, diplomas, degrees, associate degrees, and advanced diplomas awarded for a course or program that has a minimum of 60 student contact hours of instruction or course hour equivalent activity and an evaluative component.

Distance Education—Distributed Education

Course work that takes place without a requirement for the learner to be physically present in a traditional classroom setting. Instruction occurs through correspondence, telecommunications, or other electronic media and is provided throughout the year, permitting schedule flexibility. Distance education courses are available to public and non-public school students at the elementary, secondary, and post-secondary levels.

Diploma

Normally involves two years of study in a career, technical, or academic program. Diplomas are awarded at colleges, university colleges, institutes, and universities.

Doctoral Degree

Involves course work and original research that must be written as a thesis and successfully defended. Admission to a doctoral program usually requires completion of a Master's degree or a Bachelor's degree with special qualifications. Only universities award Doctoral Degrees.

Dual Credit

Credit for secondary school graduation that is also recognized for transfer of credit in courses and programs in post-secondary institutions.

Educational Costs (Post-secondary)

Costs directly related to a post-secondary student's study period. Such costs include tuition, books, supplies, mandatory fees payable to the institution in connection with the course of study, such as admission fees, student society fees, student services fees, fees for examinations, transportation for attending studies, daycare, and exceptional education costs (e.g., expenses for field trips, practicums).

Employability Skills

Includes generic skills, qualities, competencies, attitudes, and behaviours that employers are looking for in new employees.

English as a Second Language (ESL) Program

Programs in the post-secondary system designed to improve the English language skills of non-native speakers. Also referred to as English Language Training (ELT) programs.

Equivalency

The process of receiving credit for a ministry authorized or locally developed Grade 11 or Grade 12 course, based upon documented achievement of learning outcomes from a course or program from another institution or jurisdiction.

Forum of Labour Market Ministers

The Forum of Labour Market Ministers (FLMM) was established in 1983 to provide an opportunity for interjurisdictional discussion and co-operation on labour market issues.

Full-Time Equivalent (FTE) Student/Learner

An FTE represents all full-time and part-time enrolments converted to the number of students carrying a "normal" full-time course load as defined by the different program areas.

High-Technology Sector

A sector of industry that focuses on the production of high-technology goods and services as ultimate outputs.

Industry Training and Apprenticeship Commission (ITAC)

ITAC was established in November 1997 to foster an apprenticeship system that is relevant, accessible, and responsive to industry's needs.

Information Science and Technology Agency (ISTA)

ISTA leads the B.C. government's efforts to strengthen the economy through the development and application of technology; connect British Columbians through universal, affordable access to networks and the services delivered over those networks; and transform government program and service delivery through the management and use of information and technology.

Institution-Based Training (IBT)

IBT support services and/or Expanded Capacity programming provide support services to increase recruitment, retention and successful completion of basic education or post-secondary education studies for students receiving BC Benefits.

Job Start

Job Start is a employment program for unemployed youth aged 17 to 24 years of age who have limited work experience and are not immediately planning on returning to school.

Key Performance Indicators (Post-secondary)

A defined set of statistics derived from consistent data collection, used to assess the results of current practices and determine necessary adjustments.

Knowledge Network

A component of the Open Learning Agency (OLA) that offers educational and informative television programming including formal curriculum-based programs for K-12 students, teachers, parents, and post-secondary students.

Labour Force

The civilian population aged 15+ who are either employed or unemployed (the latter of which includes those actively seeking employment or are on temporary layoff).

Labour Market Development Agreement (LMDA)

The LMDA is a joint federal-provincial agreement signed on April 25, 1997. The Agreement provides for shared responsibility for the employment benefits and support measures that are available under Part II of the Federal *Employment Insurance Act*.

Labour Market Information (LMI)

Information about the supply and demand for labour in the economy. This information is usually processed, interpreted, and analyzed using the theoretical framework, methodology, and tools of the labour market economist. In its broader sense it is used to denote any information which is used for labour market-related planning and decision-making purposes.

Master's Degree

Normally takes two years of study and may involve research or writing a thesis. Admission usually requires completion of a Bachelor's degree. Only universities award Master's Degrees.

Personal Education Number (PEN)
A permanent, unique identification number that is assigned to each student in the K-12 system and in the post-secondary system. PENs are used for administrative purposes and to track student flows across educational systems (K-12 and post-secondary) and between institutions.

Portability
The ability to transfer credit for courses or programs from one institution to another throughout the province and across Canada.

Post-Secondary Education Participation Rate
The proportion of an eligible cohort that was involved in an educational activity.

Post-Secondary Education (PSE) System
The publicly funded system of universities, university colleges, colleges, provincial institutes, and the Open Learning Agency that delivers public post-secondary education and training in British Columbia.

Prior Learning Assessment (PLA)
Assessment by some valid and reliable means, by a qualified specialist, of what has been learned through non-formal education, training, or experience, that is worthy of credit in a course or program offered by the institution granting credit.

Provincial Learning Network (PLNet)
A province-wide telecommunications network which connects schools in the K-12 system and colleges, universities, institutes, and the Open Learning Agency. PLNet is also available to libraries, museums, and science and cultural sites.

Student Financial Assistance (SFA)
Refers to financial assistance provided to post-secondary students (e.g., BC Student Assistance Program).

Student Summer Works (SSW)
Student Summer Works is an employment and training program for secondary and post-secondary students.

University Colleges
University Colleges offer the complete range of courses, programs, and services provided by the community colleges, along with third- and fourth-year university-level studies leading to a baccalaureate degree.

Vocational Programs
Generally refers to trades-oriented programs of less than 12 months duration, usually leading to a certificate, but does not include apprenticeship programs.

Work Experience
An opportunity for a participant to take a training position at an eligible employer's work site, performing some of the tasks of a specified job.

Youth Community Action (YCA)

Youth Community Action provides youth 15 to 24 with opportunities to gain valuable volunteer work experience with non-profit organizations and earn post-secondary tuition credits that can be used at eligible post-secondary institutions.

Youth Options BC

A comprehensive series of youth employment and skills training programs delivered through a combination of public, private sector, and community resources. Programs include Student Summer Works, Environment Youth Teams, First Job in Science and Technology, Job Start, and many others.

APPENDIX 2B: Glossary of Performance Planning and Reporting Terms

Annual performance report:
A ministry document, required by the *Budget Transparency and Accountability Act* (BTAA), to be tabled in the Legislature by June 30 every year. This report may contain information normally found in a traditional annual report, with the additional requirement that a ministry's performance in meeting its goals and targets is emphasized in the document. The document must link directly back to the ministry's performance plan. The annual performance report for 2000/01 will be the first iteration to replace the traditional annual report style.

Business area:
A set of key activities or programs or budget areas related to the purpose, role, and mandate of the ministry. Most ministries will have three-to-five key business or program areas; larger ministries may have more.

Efficiency measure:
Measuring the relationship between the amount of input (usually dollars or employee-years) and the amount of output or outcome of an activity or program.

Environmental scan:
Summary information for critical thinking about, deciding on, and preparing a future course of action. An environmental scan assesses the ministry's internal strengths, weaknesses, challenges and opportunities. The scan examines factors within the ministry that can positively or negatively affect its ability to accomplish its mission, goals, and objectives. The scan also assesses external forces that significantly affect the ministry.

Full-time equivalent (FTE):
The equivalent of one person – an employee – working 1,827 hours in one year.

Goal:
Goals are the long-term ends that the ministry (or a business or program area) wants to achieve in fulfilling its mandate and mission. Goals must be realistic and achievable.

Input measure:
A measure of the amount of resources (dollars and FTEs) used to undertake a function.

Mission:
The reason for the ministry's existence. The statement identifies what the ministry does, why it does it, and for whom. It also reminds the public and other government entities of the unique purposes promoted and served by the ministry. The ministry's goals, objectives, and strategies must be consistent with its mission statement.

Objectives:

Objectives are concise, realistic, results-oriented statements of what a ministry or program achieves in the short-term on the way to accomplishing its goals. Objectives must be stated in a way that clearly communicates what is to be achieved and measured or assessed, and by when.

Outcome measure:

Measuring the results and consequences or changes in conditions, behaviours, or attitudes that indicate progress in achieving a program's or ministry's mission and goals. Outcomes may be immediate, ultimate, or somewhere in-between.

Output measure:

A measure of the level of service provided by a program (i.e., what and how much came out of a program or service). The measurable unit can be a number, percentage, or ratio.

Performance measure:

A performance measure (sometimes referred to as an indicator) can be used to indicate the degree of success a ministry has in achieving its goals and objectives. When a measure has a specific numeric value attached to one aspect of the performance under consideration, it is then typically referred to as a performance indicator.

Performance plan:

A plan that describes a ministry's purpose or mission, its direction or vision, its goals and objectives, the operational strategies it will use to achieve those objectives, and how it will know if it has been successful (i.e., through the use of performance measures and targets).

Performance target:

Targets express pre-set, quantifiable performance levels to be attained at a future date.

Program:

A set of activities with clearly defined, dedicated resources and measurable objectives that are coherent and consistent.

Result:

A consequence, issue, or outcome of an action or series of actions. Often used synonymously with "outcome" and/or "output."

Strategic context:

The strategic context of a performance plan provides high-level information that describes where a ministry is now. It usually includes a ministry's vision, mission, values, and environmental scan.

Strategic plan:

The high-level, government-wide corporate document that outlines the government's vision, mission, values, and key priorities for the medium to long term.

Strategies:

Strategies are the actions that describe how objectives are to be achieved. Other terms used to describe strategies are programs, projects, initiatives, and activities, among others.

Values:

The value statement expresses a ministry's core values or fundamental beliefs. Values define the ministry's management style, organizational values, and code of conduct for personal and organizational behaviour.

Vision:

A clear and compelling picture of a ministry's preferred future: where the ministry is going, and where it wants to be. This vision must be sufficiently desirable and challenging to motivate and inspire ministry employees and influence decision-making.